

# CANADIAN CAMPING

OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION  
L'ASSOCIATION DES CAMPS DU CANADA — OFFICIAL PUBLICATION OFFICIELLE —



June 1970 juin



**Manufacturers  
of  
the famous  
Quickset  
Quality  
Food Products  
for Camps  
anywhere  
in Canada  
Jelly Powders  
Pudding Powders  
Pie Fillings  
Instant Puddings  
Jiffy Whip  
Cake Mixes  
Cheese Cake Mix  
Table Syrup  
Fruit Beverages  
Hot Chocolate  
Flavorings  
Soup Bases  
Marmalades  
Jams  
Fruit Pie Fillings  
Camp-Rite**

**'Tripping at Your Camp?'**

**USE**

**CAMP-RITE**

Economical, ready-to-go food units packed in 4 man water-proof packages. Just add water, cook, and your meal is ready.

You will be agreeably surprised at the prices!

Ask the "Gibbons Man" for more information on Camp-Rite or write to us direct.

**GIBBONS FOODS LIMITED**

49 ADVANCE ROAD

TORONTO 18, CANADA

TELEPHONE 239-1421

# TABLE OF CONTENTS — SOMMAIRE

Vol. 22

June 1970 juin

No. 4

## CANADIAN CAMPING ASSOCIATION

Honorary President — Miss Mary S. Edgar —  
Présidente honoraire  
President — The Rev. David Hartry, Box 1622,  
Halifax, N.S. Président  
President Elect — John Latimer, 160 Eglinton  
Ave. E., Suite 102A, Toronto, Ont. Président elect  
1st Vice-President — Mrs. Betty Campbell, 50  
Dutch Village Rd., Halifax, N.S. 1er vice-président  
2nd Vice-President — Tom Creighton, c/o  
Box 1165, Fairview, Halifax, N.S. 2e vice-président  
3rd Vice-President — Bob Lazanik, c/o 2233  
Belgrave Ave., Montreal 261, P.Q. 3e vice-président  
Treasurer — Robert Gregory, c/o Bank of  
Montreal, Fairview, Halifax, N.S. Trésorier  
Secretary — Mrs. Gregory Robert, c/o 5770  
Tower Terrace, Halifax N.S. Secrétaire  
Editor — Ann Prewitt, P.O. Box 1107, Hunts-  
ville, Ontario, (705) 789-4671 Rédacteur en chef  
Publications Committee — Comité de rédaction — Don Groff, Chairman, Joyce Bertram,  
Eanswythe Flynn, Margaret Govan, Jean  
Darrach, Jocelyn Palm, John Latimer, Bruno  
Morawetz, Jack Pearse, Kirk Wipper, Mary L.  
Northway, Helen Stewart  
Provincial Reps: Grant McKeen (B.C.), Colin  
Hatcher (Alta.), Eileen Mayotte (Sask.), John  
Latimer (Ont.), Lynne Ryan (Man.), Hugette  
Dagenais (Que.), Al Browning (Nfld.), Dick  
Loiselle (N.S.)

## Past Presidents — Anciens présidents

\*Taylor Statten, Toronto; \*Dais L. Gass, Mon-  
tréal; Anne I. Vail, Montréal; W. E. (Ted) Yard,  
Toronto; Irwin Halander, Toronto; F. M. Van  
Wagner, Montréal; Kenneth H. Murray, Mon-  
tréal; Don Smith, Edmonton; Mrs. May Brown,  
Vancouver; Douglas McEwen, Winnipeg.

## Provincial Offices — Bureaux provinciaux

B.C. Camping Association — 616 E. Cordova  
St., Vancouver 4, B.C. (Grant McKeen, Pres.)  
Alberta Camping Association — 2402 27th St.  
S.W., Calgary 4, Alberta. (Colin Hatcher,  
Pres.)  
Northern Alberta Branch — 10032-103rd St.,  
Edmonton 15, Alberta. (J. E. Hanlin, Pres.)  
Saskatchewan Camping Association — P.O.  
Box 823, Regina Saskatchewan. (Mrs. Eileen  
Mayotte, Pres.)  
Manitoba Camping Association — 444 River  
Avenue, Winnipeg 13, Manitoba. (David  
Loewen, Pres.)  
Ontario Camping Association — 501 Yonge St.,  
Suite 13, Toronto 200, Ontario. (Ivan Rob-  
inson, Pres.)  
Quebec Camping Association — 2233 Belgrave  
Ave., Montreal 261, Quebec. (Cy Bekoff,  
Pres.)  
L'association des camps de Quebec — 952  
Cherrier Ave., Montreal, Quebec. (Lionel  
Parras, prés.)  
Nova Scotia Camping Association — P.O. Box  
1622, Halifax, N.S. (Tom Creighton, Pres.)  
Newfoundland & Labrador Camping Assoc. —  
P.O. Box 4188, St. John's, Nfld. (Elizabeth  
Moulard, Pres.)

## FOR A GREATER AWARENESS

by Charles Plewman ..... 4

## WATERFRONT ACTIVITIES

by Jocelyn Palm ..... 5

## L'AMIE DE MA TENTE

by Joyce Bertram ..... 7

## SONG LEADING

by Jack Pearse ..... 8

## FROM ROOTS AND RAWHIDE

by Kirk A. W. Wipper ..... 10

## CABIN COUNSELLING

by John Latimer ..... 14

## GRAND FRERE? GRANDE SOEUR? MAMAN? MONITEUR!

par John Latimer ..... 15

## THE DUKE OF EDINBURGH'S AWARD SCHEME

by Eanswythe Flynn ..... 17

## NEWS FROM THE PROVINCES

..... 23

## DO'S AND DON'TS FOR COUNSELLORS

by W. Bertram Danson ..... 26

Cover Photography Courtesy Camp Kandalore;

Photo couverture: grâce à Camp Kandalore

# For a Greater Awareness

An address presented at the Fall Dinner Meeting of the Society of Camp Directors at Hart House, University of Toronto, November 26th, 1969, by Mr. Charles Plewman, former Owner and Director of Kilcoo Camp, and former President of O.C.A.

You could say that 'The Old Grey Mare ain't what she used to be, and believe me you wouldn't be very far out . . . (I think it was in 1909 I took my first group camping, that's quite a long time ago!) But putting aside all joking, as an old timer I do want to thank you for the honour that you have conferred upon me. (Editor's note: Mr. Plewman was appointed an Honorary Member at our Founders' Meeting.) I must confess in all honesty that I have never considered myself to be much of a professional. I entered boys' work and camping because I loved it. I was an amateur who did something because it made him happy. In this more complex age, I am sure this Society will do much to raise the standard of camping and the quality of those who guide it.

I hope I'll be pardoned if I appear to sound a word of caution: In this game in which you and I find ourselves (and sometimes I like to think of it in terms of a game), we're *not* dealing with inanimate objects; we're *not just* moving checkers across a checkerboard; *we're dealing with human values*; we're dealing with boys and girls in what is one of the most formative and one of the most decisive periods of life. What we do not need is a lot of efficient technocrats. It seems to me that no amount of knowledge and no amount of skill is going to suffice if a man lacks a sympathetic understanding of youth on one hand, or hasn't got his heart in the right place on the other. We have some educational people here, and I hesitate to say this, but I'm one of those who believe the educational system has made a mistake in placing so much stock on the academic standing of teaching. Forget it! If that teacher, no matter what his academic standing may be, lacks a sympathetic understanding with child life and is unable to share with it, they're

pretty nearly a total loss. I often wonder what our childhood has suffered at the hands of teachers (many of them equipped with high academic standards), who should never have been in that profession in the first place.

It seems to me that what we need is more understanding; an awareness, a greater awareness of what is happening to our boys and girls, and equally as important of what's happening in the world in which these kids have to live. Let's face it: we live in a world that many thoughtful people are prepared to say has already lost its way; a world in which one-third of the people have too much money and too much to eat; and another one-third have practically no money and are starving to death. In a world that in the last war killed thirty-five million people; six million just because they happened to be Jews. In a world that is now all set and ready to go for another war, in which they estimate they will kill two hundred million people in the first twenty-four hours; all that remains to be done is to press the button. The ICBM's intercontinental missiles are zeroed in on seventy-five to one hundred cities over there and over here, and when some fool presses the button, look out for this civilization as you and I know it. It raises the question of "Just how crazy can you be?"

Probably worse still, we live in a world that has rejected the way of love and brotherliness, that has bet its very life on the use of force which, if carried to its logical conclusion, could mean the end of civilization as you and I know it. Sixteen civilizations have come and gone. There is no reason to believe that we are immune. We live in a world that's torn asunder by racial hatred. A world that is rapidly losing respect for law and order. We can send a man to the moon, but we don't know

how to make a brother of the man who lives next door.

Today there are no longer any absolutes or rigid rules, no longer any blacks and whites . . . everything is relevant and every man is supposed to decide for himself what is right, what is wrong, and what he's going to do in this situation. In other words, he's a law unto himself. In my younger days we had a name for that thing: we called it 'anarchy'. Today we call it situation ethics! . . . situation ethics!!!! Now, if our adult life is confused, and does not know the direction in which it is travelling, what can we expect of our youth who have practically no guide lines to follow?

My granddaughter is going to what they would call a *good* school — it is a good school in many respects. She is fifteen years of age. She may be wrong, but when I asked her what the drug situation is, she said "Grandad, 50% of the kids in Grades 9 and 10 in our school use drugs." Now let's say that's an exaggeration, but it's significant that the kids think that; it's significant that the kids are saying that! Pot parties are quite the thing. Maybe a lot of them are just experimenting, but here's the situation and I've got to confess that it seems to be just a little frightening.

What does this all mean to you and me? I am sure that we don't want to fiddle while Rome burns; that we don't want to be blind leaders of the blind. Surely, if it means anything, it means that you and I are confronted with a challenge that is two-fold: First, to help our boys and girls develop into something of the fullness and stature of the perfect man and the perfect woman; and, secondly, to rear a new breed of citizens, capable of making a new and better world. It seems to me that at a time like this, ANYTHING ELSE IS NOT GOOD ENOUGH.

# Waterfront Activities—

What Can Be Accomplished At Camps With 8-12 Day Periods

Jocelyn Palm, Executive Secretary  
Royal Life Saving Society, Ontario

It is essential that campers with access to waterfront or pool facilities be given opportunities to experience an educational and recreational program. When the camp period is limited the objectives of the program should be met on the basis of more individual instruction. Assume that each camper can improve and expand his waterfront skills during his stay; then determine a program which will permit him to spend a maximum of time in activity sessions learning to apply these skills.

## (a) *Swimming*

Each camper should learn how to perform reaching and throwing assists, Direct Method of artificial respiration and state or demonstrate basic rules of Water Safety which should include the specific camp rules. A demonstration to the whole camp on the first day of each period will present this information and focus attention on the waterfront rules of the camp. Skilled campers may be used in the demonstration as an incentive to other campers. This demonstration may be followed by practice in these skills at various stations along the beach or dock with a staff member at each station to offer assistance and corrections.

In the first swimming lesson period the Counsellor should assess the present skill level of his group. Prepare a check list of skills and strokes and indicate on this list what each camper can do in the first lesson. If minor individual corrections are given during this time both a learning and an assessment session results. Show the check list to the camper.

In each subsequent lesson present NEW material moving down the list of skills and checking these off as they are accomplished. Share this list with the camper — tell and show him that he is improving. Group campers as much as possible into skill levels; then teach each as an individual providing positive corrections at every opportunity.

It may not be possible to offer national awards (Red Cross, Y.M.C.A., R.L.S.S. etc.) to every camper because the time is limited. Those campers who arrive at camp



possessing some of the skills in these awards may be able to pass a nationally recognized award within a few days; this opportunity should be provided for them. The lower awards which can be made available are Beginner Red Cross, Elementary and Junior Resuscitation Awards of the R.L.S.S. Higher awards may be achieved by those who arrive at camp with adequate skills. For every swimmer, teach to the national standards in order that the campers may either progress from one summer to the next or continue their programs on their return to the city.

If there are four swimming strokes required in a national award — teach two. Select one resting stroke (breast, side, elementary back) and perhaps the front crawl. Teach the two strokes giving individual correction and emphasizing mechanics and co-ordination.

Stress skills that will permit the camper to enjoy water activity safely; treading water, drownproofing, finning or sculling and legs only are

in this category.

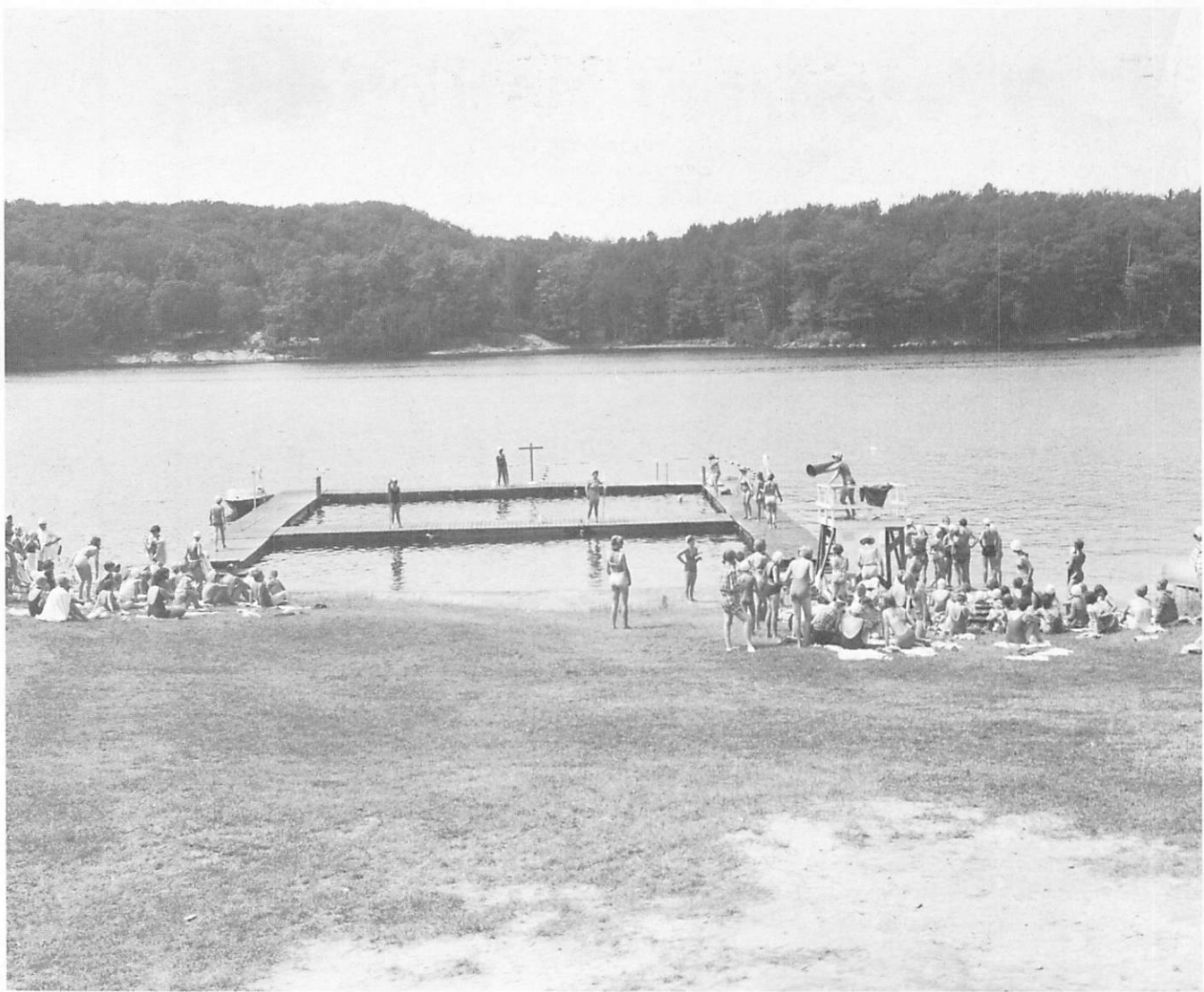
Provide opportunities for campers to use their acquired skills in recreational periods. One organized lesson per day is considered sufficient. Activities such as water polo, water volleyball, dodge ball, water tag, relays and contests during 'free' swims permit the camper to apply his skill and experience enjoyment while practising what has been taught in lesson periods.

## (b) *Boating & Canoeing*

Because the number of boats and canoes is often limited, periods should be scheduled to permit as few campers as possible at a given time to use these facilities. Privileges to use boats and canoes are determined by swimming ability — non-swimmers should not be permitted use of canoes; if permitted in rowboats, they MUST WEAR life-jackets.

A heterogenous mixture of abilities within a canoeing class is very efficient for learning. Place the camper learning the bow strokes in





a canoe with a camper acquiring skill in the stern position. These campers will help each other while realizing teamwork is significant in canoeing. Give maximum practice in canoes in open water rather than at a dock. Omit teaching the parts of a canoe and paddle, describing these only as they are necessary to the understanding of a stroke or technique.

Provide specific guidelines or progressions for boating and canoeing in order that the camper may measure his own progress in terms of speed, direction, distance or combinations of these factors. Set a slalom course with plastic bottle markers or buoys within the canoeing area. The sternman will practice and require the assistance of the bowman in order to move through the course as quickly as possible. A

race is the best self-measurement for the person learning to paddle because he is forced to realize that the shortest distance between two points is a straight line.

Safety skills (stability, what to do if the canoe upsets) and correct techniques, (launching, landing, docking) should be considered in outlining the progressions for teaching canoeing.

Rowing may be presented in the same manner. Teach the campers how to get in and out of the boat, how to row in a straight line and turn using one oar, both oars etc. Campers of equal abilities should be grouped together for this activity.

#### (c) *Sailing*

Sailboats should be reserved for advanced swimmers who may prefer to sail rather than improve further

in swimming skills. The basics of sailing can be learned in small inexpensive boats and give the same thrill to the beginner that competent sailors obtain in more sophisticated craft.

#### (d) *Skin Diving*

This activity may be offered to accomplished swimmers at very little cost. Basic skin diving may be taught to small groups in shallow water possibly away from the waterfront area where there are interesting things to observe underwater when using a mask. In the first two sessions half the group learns how to use mask and snorkel while the other half learn how to use fins, changing equipment at the mid-point in the lessons. Correct use of this equipment may be presented by a trained instructor in a short period of time.

*Continued on Page 24*

# L'AMIE DE MA TENTE

by Joyce Bertram  
Camp Ouareau, P.Q.

If your French is the kind that centered rather firmly around your aunt's pen which happened to be either on the table of your brother or in the garden of your uncle, then you will want to sympathize with Modern Martyrs to the great cause of Bilingualism.

In the heart of French Canada, that stronghold of the fleur-de-lys, patates frites and le hamburger avec moutarde et oignon seulement, it was au naturel that we would desire to practise more le français l'été passée. Many of les monitrices (having fortunately learned their French en Suisse) were quite prepared to lay themselves on the altar bilingue. Les enfants, qui vivent tout le temps en Québec, were even more contentes. La Directrice, seulement, était not quite so keen, remembering as she did a cartoon by Le Barron dans l'Etoile de Toronto. The cartoon en question montre les deux belles femmes taking le thé, swathed in mink. One of these belles femmes is confiding to her chère amie that "French lessons twice a week, my dear, for sixteen weeks . . . well I just told Harold that there was a limit to what you could do to save your country."

Nevertheless, nous sommes déterminées to Go to That Limit, and Beyond, si nécessaire. Canada must be kept strong! Quelle expérience! Est-il probable que nous soyons fous? Très probable!

D'abord, a camp vocabulary must be made containing words which do not appear, d'ordinaire, in an Easy French Grammar for Grade Nine; such words as ant, as opposed to la tante, snake, spider, thunderstorm, sailboat and "summer complaint." Une autre liste must be compilée to contain idiomatic expressions used by the average young representative of Canadian girlhood, such as "like crazy man" and "go go go". (How would "Allons enfants de la patrie" do for this last one?)

It was decided that mardi, jeudi et samedi nous parlerions français, pendant que English would be spoken on Monday, Wednesday and Friday. And what about Sunday? I knew you would ask that. Tout le monde demande cela. N'importe, press on!

Some fairly "way out" suggestions came in for the list we were preparing, but finally a counsellor committee boiled it down to about thirty expressions without which la vie est insupportable. (It was voted unanimously to delete the Director's sole contribution, c'est à dire, "But I TOLD you that last week.")

By maintenant, les enfants étaient au courant de what was in store for them, and they were huddled in corners with English-French dictionaries, au contraire French-English ditto depending on whether elles demeurent à Outremont or Westmount. Excitement coure haut. La liste était fini. The stencil était fini. Les accents sont added in all the right places. La Directrice and several of her monitrices ontariennes were practising odd phrases which later proved to be of almost inestimable value (You're very welcome to any of them). High on the list were "il faut que vous me parliez très lentement," et "au secours, au secours, venez quelqu'un!" "Je ne comprend pas" also got a good workout, and of course the favourite was "comment dit-on en français?"

Despite the fact that I have always loathed Mondays because it is laundry day, Wednesdays because we have a hot-dog picnic supper (incidentally "pique-nique" was a real bonus, I felt) and Fridays because we have fish for dinner, these days began to take on an aura of je ne sais quoi, pendant que I looked forward to Tuesdays, Thursdays and Saturdays with the same enthusiasm as I do to the Day of Judgment.

It is a humbling thing for a Director to have to admit that la plupart de ses campeurs can do something more mieux than she can. Much mieux. Elle aurait dû étudier le français while her mind was still young enough to expand. Mais à quoi bon de vain regrets. En avant! It worried me a little, however, as to just how I was going to be able to work in the few French phrases I did know into ordinary conversation. There aren't really too many opportunities to come out with such gems as "honi soit qui mal y pense" or "durant la nuit tous les chats sont gris."

Table conversation worried us all, aussi, parce que after one has asked for le beurre, le lait, seconds, and managed a few "puis-je avoirs" to show off one's erudition, there were going to be a number of nasty pauses which les Françaises were going to be eager to fill—talking with the speed of light, and both hands. We therefore decided to make a rule saying "pas de mains pour parler" to give the rest of us a chance. Later experience was to prove us correcte absolument, à mon avis. Without this rule we should all have been perdues.

La liste was to be issued d'avance si bien que les monitrices des cabines et des tentes could go over it with les enfants, before THE FIRST MONDAY. C'est à rire. Most of them, à ce temps-là, had regretted their mad impulse and didn't feel any more bilingue than the Director. Les kiddies, cependant, thought it would be a ball!

Le comité de français (self-styled) stood about impatiently while la secrétaire ran off the fameuse liste. The first few copies, hot from the press, were snatched up and with a little self-conscious clearing of the throats, we started to read. Suddenly there was a moment's startled silence (or "silence" as they say in French, fortunately). Then into this silence (or silence, if you prefer) exploded a word which was not on the list in either French or English. "\*\*\*\*\*X )()XXX—" what on earth has happened to the typewriter! The \*\*\*\*\* thing has slipped a line. Either that or no one bothered to line up the French and the English."

Regardez la liste which met our startled eyes: Quelle horreur!

Mon Dieu, la cloche, déjà?

Who took my other sock?

J'ai besoin d'un nouvelle brosse à dents. Je ne me suis pas brossé les dents depuis une semaine.

No thank you, I'm allergic to creamed onions.

Qui va faire le "tent-hopping" avec moi ce soir?

Anybody got a clean blouse I can wear to supper?

Continued on Page 12

# SONG LEADING

By Jack Pearse, Director,  
Camp Tawingo

We are going to look at song-leading from three views:

A) The Song Leader

— What are his attributes.

B) Leading the Song

— What to do with your hands and How to teach a song.

C) Structure of the Sing Song

— What songs go where and why

A. *LET'S LOOK AT THE SONG LEADER*

Here are six suggestions for successful songleading. There are probably more attributes that would be useful for the song leader, but if you have these, you are well on your way.

1. BE FRIENDLY —

Friendly liaison must be created between the leader and the group. A spirit of good fellowship should be engendered. Be happy. Smile.

2. BE ORIGINAL —

There are a lot of songs that are fun to sing. It's fun, too, to make up songs, particularly for the group you are leading. Be original in the selection of songs and in the presentation of songs. Always have some new wrinkle to give an old song some life.

3. PRACTISE —

No song leader was ever successful without a lot of practice. You must be prepared. You must know the group and the kinds of songs they would like. Also, you must know the songs you want to teach.

4. BE ENTHUSIASTIC —

The easiest way to assure that

the group will enjoy a sing song is to appear that you, the leader, are enjoying it. Have fun. Laugh at your mistakes.

5. BE POISED AND RELAXED —

It relaxes the group. Use a matter-of-fact approach with poise and confidence. The group must know that you are in control even though your function is not to force them to do something they really do not want to do. Relaxation is the key to enjoyment.

6. HAVE A PHILOSOPHY —

You must determine for yourself a philosophy toward songleading. You must convince yourself that this is the most important thing you can be doing at that particular time and this must be conveyed to the group so they will feel the same way.

B. *LEADING THE SONG*

1. Think of yourself as the leader.
2. Keep your song introductions to a minimum.
3. Put yourself across to the group. Look pleasant. Look at the group.
4. Make the start of each song clear. Sound the first note or simply say — "sing".
5. Sing yourself. Lead easily, not as a boss, but as a helper.
6. Work for enthusiasm. It often helps to praise the group as they learn a song.
7. Speak and lead clearly and definitely.

*TEACHING A NEW SONG*

1. Learn the song yourself — thoroughly. Think about how you are going to teach it.

2. If there is a climax at the end, it would be a good idea to teach the ending first.

3. Teach just a few lines at a time, no more than you could absorb if you were learning a song for the first time.

4. If one is available, have an accompanist play the song while you say the words. It is more easily taught by saying rather than singing the words.

*WHAT ABOUT YOUR HANDS?*

1. Let facial expressions lead more than your hands. There is a greater tendency for the group to watch your face rather than your hands.
2. Try the system of "outlining" — by using the scale with your hand.
3. Use your fist to indicate strength and a cradle motion with your arms or hand to the lips for quiet.
4. Let your whole body respond, not just your arms.
5. Keep the pulse of the rhythm with your hands. Some leaders use the figure 8.
6. Have a definite movement to stop the song — hands to the side, closed fist or tie a bow with your fingers.
7. You must work out your own hand movements. Make them suit your personality but remember to be definite and purposeful in every hand action.

C. *STRUCTURE OF A SING SONG*

How do we determine what songs go where in a sing song and why?

The types of songs we sing may be classified in five categories. If these are used in proper sequence, then we will have a good sing song.



## 1. NOVELTY NUMBER

This is our broadest category and engulfs all the songs which cannot be classified in the other four categories — tongue twisters, nonsense songs, familiar songs, songs which are given a novel touch.

One Flea Fly  
Hole in the Bottom of the Sea  
Tipperary  
Pack up Your Troubles  
Long, Long Trail  
She'll be Coming Round the Mountain  
Bingo  
My Bonnie  
Beans in my Ears  
Old MacDonald Had A Farm

These kinds of songs are the backbone of the sing song because they are fun and they are different. It is a good idea to begin a sing song with a familiar song. It will make it easier to work up enthusiasm in the group. Find some novelty numbers. Invent some. Novelty numbers make a sing song successful.

## 2. ACTION SONGS

Whereas the novelty number makes the sing song successful, action songs make the song leader successful. Invariably, the songs remembered from a sing song are the action songs. Do not be misled, however, into thinking that a sing song of all action songs will be a howling success. It just doesn't work that way.

My Hat it Has Three Corners  
The Old Mill Stream  
Deep and Wide  
Under the Spreading Chestnut Tree  
Heads and Shoulders, Knees and Toes  
This Old Man  
Little Cabin in the Wood  
One Finger, One Thumb, Keep Moving  
Grand Old Duke of York

Action songs *make* the song leader.

## 3. ROUNDS

It is a good idea to do round singing during a sing song because it allows for a change of pace and there is always a small element of competition amongst the groups. More important it adds another dimension — harmony, without any effort on the part of the singers. Rounds are constructed so that they create harmony automatically.

Teaching a round does not call for exactly the same techniques as in teaching ordinary songs. Teaching rounds should be done as follows:

A) Teach the song to everyone, so that they all know it thor-

oughly.

- B) Add any actions that will be used in the song.
- C) Divide the singers into the number of smaller groups required for the song.
- D) Rehearse the song with each group.
- E) Indicate clearly where each group begins.
- F) Tell the group the number of times the round will be sung.
- G) Start each group precisely, assist the group which is weak to keep up and end each group precisely.
- H) Try to maintain the same pace and rhythm in each group.

## ROUSERS —

Little Tommy Tinker  
Row, Row, Row Your Boat

## FUN

Kookaburra  
Three Blind Mice

## QUIET

Fire's Burning  
Oh How Lovely is the Evening  
Rosen Fra Fjun  
Hey Ho

## 4. SPIRITUALS AND FOLK SONGS

These two famous kinds of singing are grouped together because they are used for the same reasons in a sing song. They offer a change from the pressure of tongue twisters and action songs — a change of rhythm, mood and atmosphere.

The spiritual is, in essence, a folk song which evolved during the hardships of slavery, and because they were carried from plantation to plantation, their origin remains a mystery.

Swing Low Sweet Chariot  
Steal Away  
He's Got the Whole World  
All Night, All Day  
Ezekiel Saw a Wheel  
Jacob's Ladder  
O Mary Don't You Weep  
I Got a Robe  
Do Lord  
Michael Row the Boat

The folk song has its uniqueness in that it usually tells a story in its entirety about some incident that took place in view of the folk song writer. The music is, most often, quite simple and the lyrics contain names and places as obscure as the balladeer who invented them.

Blue Tail Fly  
Green Grow the Rushes Ho  
Alouette  
Matilda  
If I Had a Hammer

Workin' On the Railroad  
Loch Lomond  
On Top of Old Smokey  
Home on the Range  
When I'm on My Journey

In recent years, folk singing has really come into its own due mainly to people like — the Weavers, Pete Seeger, Woody Guthrie, Harry Belafonte, Bob Dylan, Joan Baez and others, as well as Canada's Oscar Brand, the Journeymen, Ottawa's Couriers.

Deep Blue Sea  
Where Have All the Flowers Gone

This Land is Your Land  
We Shall Overcome  
I'm On My Way

This is all excellent folk song material which can be used successfully in group singing sessions. It is unfortunate, however, that some commercial folk singing groups have spoiled for us some excellent spirituals and folk songs.

Kum Ba Yah  
Go Tell It On The Mountain  
Down By the Riverside

## 5. QUIET SONGS

We have passed through the era when the louder and more boisterous was the singing, the more successful was the sing song. People like to let loose and sing "rousers", but they also like to sing quietly together. The advent of the folk song era probably contributed a great deal to this. However, most of us fancy ourselves as singers and we like to hear ourselves singing pretty songs.

## ALL SING SONGS SHOULD END WITH QUIET SINGING

Quiet Songs:

Stephen Foster Songs  
Harvest Moon  
Moonlight Bay  
Tell Me Why  
Some Spirituals and Folk Songs

## IDEAS FOR A SING SONG

### 1. NOVELTY NUMBER

—My Bonnie  
If You're Happy

### 2. ACTION SONG

—Junior Birdsmen  
Chester

### 3. ROUND

—Frere Jacques — 3 Blind Mice — Row, Row Tom Bay

### 4. FOLK SINGING

—Good News  
—Peter's Fountain

### 5. QUIET SONG

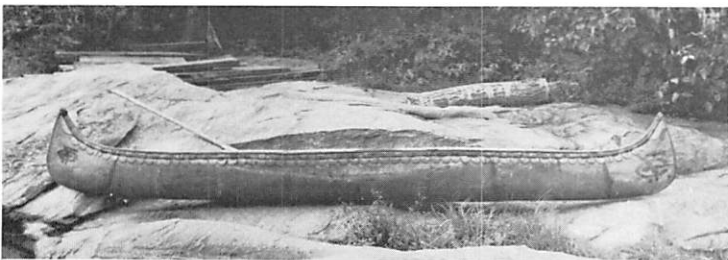
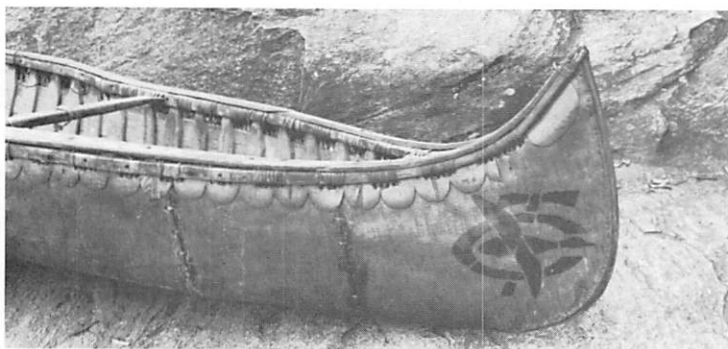
—Amen

# From Roots and Rawhide

A unique Heritage Project for Historic Original Watercraft

By Kirk A. W. Wipper

*Swift as a silver fish  
Canoe of birch bark  
O'er mighty waterways  
Carry me forth.*



The canoe of a chief from near Ft. Coulange, Quebec. Note the fine workmanship and the interesting artistic features on the outer surface.

The project is comprised of the historic canoes and kayaks of North America, although a few from other parts of the world will be included for comparative purposes. For more than twenty years the search has been under way for specimens which deserve to be preserved. Currently, a building of pine logs two storeys high and sixty six feet square is being constructed to house the collection. There are a wide variety of bark and skin craft; Indian and "white man" dugouts; and samples of more recent canoe builders who have experimented in an assortment of materials construction methods and designs. Examples of the above categories that may be found in the collection are as follows:

—bark canoe samples ranging from a chief's single canoe to a freighter from Labrador; the former is an excellent example of artistic innovation and the latter is unique because it is constructed from one immense piece of birch bark.

—dugout samples ranging from a Seminole Indian model to a magnificent basswood craft made in the Lakefield area; three additional dugouts to be added very shortly are a Sooke salmon fishing canoe, a majestic ocean-going Haida and one used for decades on the Mirimachi River in New Brunswick.

—kayak samples ranging from an original sealskin model to a butternut kayak made by the Lakefield Canoe Company long before the turn of the century.

Why has the canoe, and to a lesser degree the kayak, been entwined so significantly with the development of this vast continent? For centuries those primitive craft

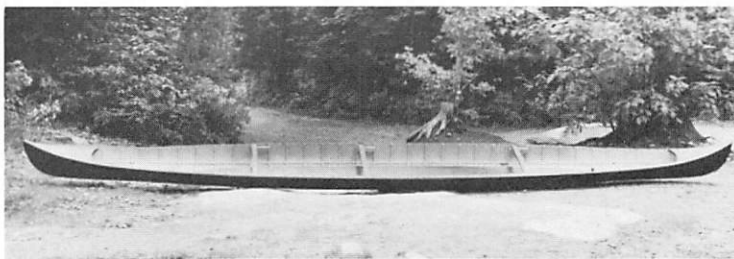
carried in their fragile frames the paddlers who hunted, trapped, explored, moved families or engaged in warfare. That indigenous craft was ideal because it permitted mobility. The natural environment, therefore, did not become depleted because the original American was nomadic. Fortunately, the great interlocking pattern of this continent's waterways and the wide variety of available natural materials supported the use of the canoe as the prime means of transportation. The white man discovered early that his cumbersome longboat was in no way as efficient as the canoe and kayak. It is interesting to note that among the many aquatic craft now in evidence, the canoe and kayak have remained intact insofar as the basic design is concerned.

The canoe and kayak have been very effective partners in many aspects of Canada's development. History reveals, for example, how the St. Lawrence River and its many tributaries allowed early settlement in which the canoe played such a prominent role. The missionaries, too, were able to penetrate far into the frontier, carrying with them an opportunity for conversion to Christianity and a programme of education. Through that adventurous period (for more than 100 years after Quebec) the French and British engaged in a very rapid development of the fur trade. In each case the canoe was very significant.

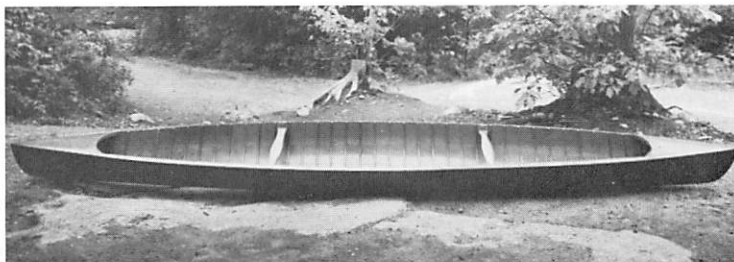
The journals of the explorers are filled with commentary on the remarkable adaptability of the canoe to the demands of exploration. Simon Fraser's account of May 28 to July 1, 1808, reveals what is one of the most exciting episodes in the recorded history of the canoe. In that exploit he navigated the turbulent, treacherous river in British Columbia that now bears his name!

In 1844, four grey nuns undertook to travel in canoes from Montreal to the Red River Settlement. Their purpose was to serve in that frontier community. The only way they could have reached that distant, unfamiliar destination was by means of the canoe.

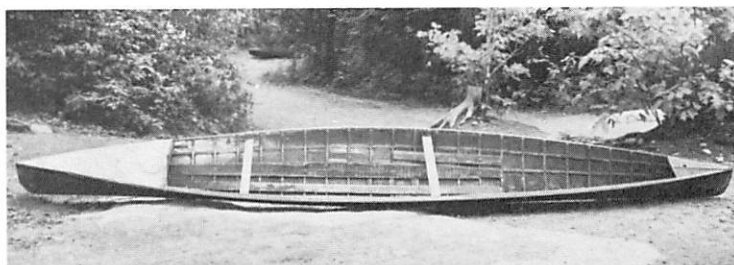
Many other examples of how the canoe has been an integral part of Canadian history might be restated. Even a cursory investigation of history leads to the conclusion that the canoe has played a unique role in the hands of the explorer, the fur trader, the pioneer, the lumberman, the engineer, the prospector, the policeman, the ranger, the war-



*A beautiful racing shell still usable even though it was constructed more than 100 years ago.*



*A flush batten canoe in which the longitudinal seams of the canoe are sealed by a fine thin inlaid strip of wood on the interior surface. This model was used primarily for racing purposes.*



This is the story of what must surely be one of Canada's most famous and unique museums, a truly ambitious project. Visitors who are in the vicinity of Camp Kandalore, twenty - two miles north of Minden, are welcome if they would like to see the collection, and the log building which is being built to house it.



den, the conservationist, to mention only a few of the possibilities.

In our time, it is significant that the canoe has become an important partner in a time when leisure is available to more and more members of contemporary society. In the pursuit of adventure, the quest of the beyond and the unknown, the search for companionship, the desire for peace and solitude, the canoe has become a very attractive craft. As a vehicle for pageantry, for celebration, for competition, the canoe again has a significant role.

Further, the canoe has been an instrument in the search for truth and understanding. It has enabled researches into the past by the geologist, the archaeologist, the anthropologist, the geographer, and the historian. One could speculate further on the contribution the canoe has made by noting the way in which author and artist have made intensive use of it. Sigurd Olson and Tom Thomson are obvious examples.

It would be difficult to find a hand-propelled primitive craft more highly developed than the canoes of the North American Indian — especially the bark craft. Great skill and long experience is exhibited in the design and construction. In studying the original craft it is evident that differences in design reflect the kind of waterway on which the craft was used; rapid streams, quiet protected waters, open windswept lakes, coastal waters, and so forth. Materials available at the construction site or the tribal dwelling area were used in the canoe. A few simple tools were employed which could be prepared readily at the construction site, and often discarded after the task was completed. Adjustments in the design were made according to the anticipated use of the craft, i.e. hunting, family, cargo, battle, etc. Artistic symbols and forms appeared on some canoes to mark tribal events and traditions. These added measurably to the colour, grace and beauty of the craft around which an aura of romance has developed.

The white man's unqualified adoption of the craft was due then to a variety of important features which may now be summarized: in forest travel it could be swiftly, easily and efficiently propelled by a single blade; the paddler could face the direction of travel, and readily guide or manoeuvre the canoe, which was important in shallow

waters and swift, turbulent streams; because of its light yet sturdy construction the canoe could be portaged long distances; heavy loads could be navigated through relatively shallow waters; the canoe could be easily repaired in the forest without special tools.

It is no small wonder then, that a collection of canoes and kayaks has captured the imagination and inspiration, especially of young people associated with the collection project. The hall of fame for wilderness travel is now a much visited historic location, particularly for those who have found a unique joy at the quiet but certain response to a canoe paddle or a kayak blade. It is hoped that those who read these brief descriptions of the heritage canoe collection will keep a watchful eye for old canoes that might be appropriate. The project has been successful so far because there are canoe users who have undertaken to assist in the quest.

Perhaps the lines of George T. Marsh portray better than any other means, the adventure represented in the canoe and the reasons why it deserves a place of honour in a natural setting:

#### THE OLD CANOE

*My seams gape wide so I'm tossed  
aside*

*To rot on a lonely shore  
While the leaves and mould  
like a shroud enfold,*

*For the last of my trails are o'er;  
But I float in my dreams*

*on Northland streams  
That never again I'll see,  
As I lie on the marge of the old  
portage*

*With grief for company.*

*When the sunset gilds the timbered  
hills*

*That guard Timagami,  
And the moonbeams play on far  
James Bay*

*By the brink of the frozen sea,  
In phantom guise my Spirit flies  
As the dream blades dip and  
swing*

*Where the waters flow from the  
Long Ago*

*In the spell of the beck'ning  
spring.*

*Do the cow moose call on the  
Montreal*

*When the first frost bites the air,  
And the mists unfold from the red  
and gold*

*That the autumn ridges wear?*

Continued from Page 7

Bien sûre, j'ai passé ça l'année dernière.

Who took the snake I had in that tuck box?

Pas encore, pas encore, nous n'avons pas fini de nettoyer la tente!

Who said we were having steak? Veux-tu lire ma lettre de Bill? Qu'il est chic, ce garçon!

Get off my bed, you clot, I've just finished making it!

Quand est-ce les voyageurs partent?

Help, no buttons on my shirt!

Hélas, le travail de la semaine had come to rien. Pas d'espoir! It was all to be done again. Mais la main was to the plough and there was no looking back. Que faire? Que voulez-vous and likewise au secours!

\* \* \* \* \*

The list was re-done, Monday the fatal day, dawned clair et brilliant. We were off. Les Bonnes Voisines were in business, mais quel prix! Che sera sera (sic)

\* \* \* \* \*

P.S. We kept several of the mixed up lists pour le collector's items. Un véritable objet d'art!

Reprint, Canadian Camping, Dec. 1964.

*When the white falls roar as they  
did of yore*

*On the Lady Evelyn,  
Do the squaretail leap from the  
black pools deep*

*Where the pictured rocks begin?*

*Oh! the fur fleets sing on  
Timaskaming*

*As the ashen paddles bend,  
And the crews carouse at Rupert  
House*

*At the sullen winter's end;  
But my days are done where the  
lean wolves run*

*And I'll ripple no more the path  
Where the gray geese race 'cross  
the red moon's face  
From the white wind's Arctic  
wrath.*

*Tho the death fraught way from  
the Saguenay*

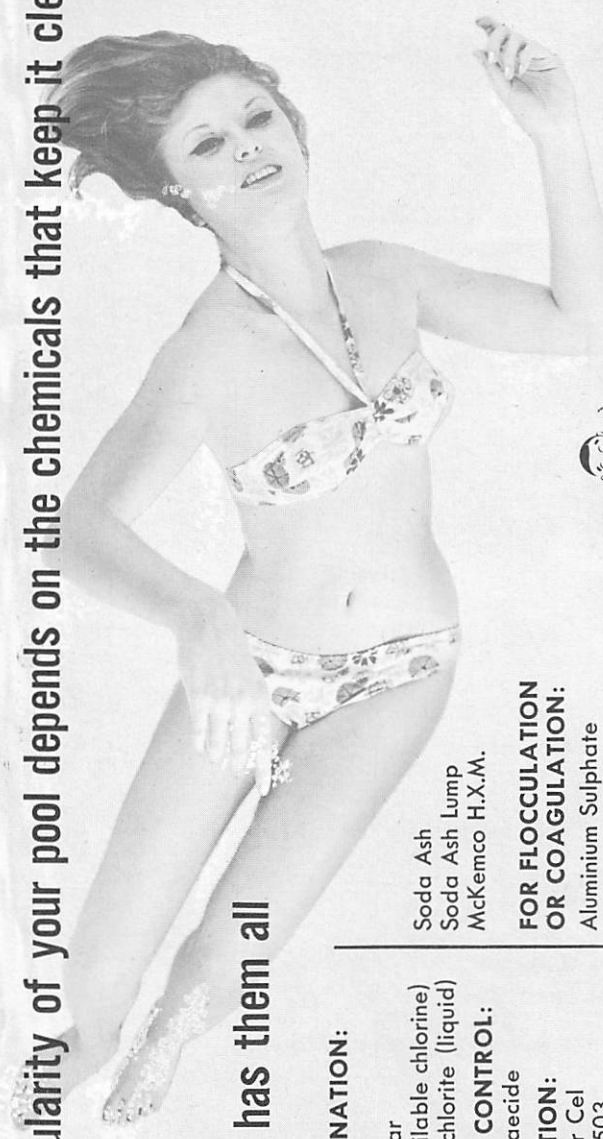
*To the storied Nipigon  
Once knew me well, now a  
crumbling shell*

*I watch the years roll on,  
While in memory's haze I live the  
days*

*That forever are gone for me,  
As I rot on the marge of the old  
portage*

*With grief for company.*

The popularity of your pool depends on the chemicals that keep it clean



## McKague has them all

### FOR CHLORINATION:

H.T.H. Tablets  
H.T.H. Granular  
(70% available chlorine)  
Sodium Hypochlorite (liquid)

### FOR ALGAE CONTROL:

McKemco Algacide

### FOR FILTRATION:

\*Hyflo Super Cel  
\*Celite No. 503  
\*Celite No. 545—Swimming  
Pool Grade (in 10 lb and  
50 lb bags)

### CLEANING SUPPLIES:

McKemco A.C. Cleaner  
McKemco Detergent  
McKem-Chlor

### FOR ALKALINITY CONTROL:

PH Plus Briquettes

Soda Ash  
Soda Ash Lump  
McKemco H.X.M.

### FOR FLOCCULATION OR COAGULATION:

Aluminium Sulphate

### EQUIPMENT:

H.T.H. Tablet Dissolving  
Baskets

H.T.H. Tablet Dissolving  
Hypochlorinator

LaMotte Test Kit  
(for testing alkalinity  
and chlorine)



# McKAGUE

CHEMICAL COMPANY LIMITED

A Quarter of a Century of Service with Sales  
100 MIDWEST ROAD, SCARBOROUGH, ONTARIO  
and McKAGUE CHEMICALS (EASTERN) LTD.  
421 COURTEMANCHE AVENUE, MONTREAL EAST, QUEBEC



6405

\*Trade Marks reg'd. Canadian Johns-Manville Co. Ltd.

# CABIN COUNSELLING—

## How to Stay on Your Toes

### From "Wake-up" to "Flake-out"

by John Latimer, Camp Kilcoo

Even before coming to Camp, the attitude of the Counsellor must be a very positive one. The children in the cabin or tent group are just that — children. They are not things, or items, or little adults. They are children and deserve the opportunity of being treated as children . . . meaning that they want to have fun . . . they want leadership . . . instruction . . . friends, and above all a Leader to whom they can talk and confide. Prior to Camp, Counsellors should endeavour to learn as much as possible about various age group characteristics . . . especially of the age group he will be working with. Just before the campers arrive, Counsellor should have cabin arranged to be as "homey" as possible . . . this will set the mood and atmosphere for the following weeks. He should know as much as possible about each camper . . . particularly the names . . . their home towns . . . any peculiar problems or characteristics.

The Counsellor's real job then starts when the campers arrive. Many are frightened (Aren't we all in new situations), and therefore they need to know they are secure. Counsellors should resolve not to make snap judgements . . . especially about those children who are not good looking . . . those who start complaining as soon as they get off the bus . . . those who are loud and noisy. The first day is an unnatural one, because each child is in his own peculiar, individual way trying to find his level. Some withdraw . . . some fight . . . some start emerging as the leaders . . . others as followers.

Get to know each Camper's name as soon as possible . . . help the group get settled in the cabin or tent . . . where do they put their

clothes . . . their flashlight . . . how do they make a bed . . . who gets the upper or lower bunks . . . where's the toilet? This is the first step in moulding a group. Each child must realize right from the beginning that all of the others are individuals.

As a group, take the campers around the Camp . . . introduce them to various instructors . . . the nurse, the Director, the Section Director. Explain the various Camp rules to them . . . especially those related to safety and waterfront areas. Try and give them a reason for all of the rules.

The first meal is important, for it determines what kind of a leader you will be in relation to manners, and consideration of others. The pattern for the summer is set at that meal. If table games are permitted, try and have games which are not rowdy and which do not in any way destroy the camp equipment or waste salt etc.

In most Camps, some type of programme is planned for the camp, or section after supper. As I have said, the first night is not a "usual" night. The campers are excited, afraid, bubbling with enthusiasm, and nervous. The Counsellors should stay in the cabin with their group for all of the first night . . . no staff feed. As bed time approaches, start to get the campers 'calmed' down. (This applies not just on the first night, but every night). It's very difficult to have the campers get right into bed following an energetic game or exciting programme. There should always be a story, or talk or discussion. Bed time, in my view, is just about the most important time of day in working with children. Plans for tomorrow can be made . . . comments on to-day's programme . . .

and then you can get into many other areas of discussion . . . religion, space, history, drugs, sex. And a Counsellor's job is to lead such a discussion . . . adding information and accurate knowledge . . . not necessarily his own prejudices and biases. And in every case a good Counsellor will point out to all campers that each person has a right to his own opinion . . . all should listen, try and understand, and then the others in turn should have an opportunity to speak his own mind. The shy boys should be encouraged to speak out . . . and a good Counsellor will see that this happens . . . he will also see that the noisy, talkative camper does not get all the limelight. Once again this is a real part of learning to understand one another. Children are great 'talkers', hence the need for an opportunity for them to talk . . . while a good Counsellor listens . . . and learns a great deal about each of his campers.

A Counsellor should not leave his cabin group at night, until they are settled down. This particularly applies to the younger campers . . . and in some cases there should always be a Counsellor or C.I.T. in the cabin — or certainly close-by after the children are asleep.

The organization of programme differs greatly from Camp to Camp, and it is for this reason that I will not discuss the Counsellor's role in relation to the regular swimming, canoeing, sailing, Arts and Crafts programmes.

But what about free time? What about programme when the Counsellor is in charge? With a little brainstorming, one can come up with hundreds of ideas for one's cabin group.

The same type of brainstorming

*Continued on Page 25*



# GRAND FRERE? GRANDE SOEUR? MAMAN? MONITEUR!!

Par John Latimer,  
Camp Kilcoo

On est à l'alerte dès le lever du soleil!

Même avant de venir au camp, l'attitude du moniteur doit être des plus constructives. Les enfants qui composeront le groupe dans "son" camp ou dans "sa" tente ne seront que cela—des enfants. Ce ne sont pas des joujoux, des objets inanimés, ni de petits adultes. Ce sont des enfants qui méritent l'occasion d'être enfant, d'agir comme des enfants. C'est-à-dire qu'ils veulent s'amuser, qu'ils ont besoin d'être menés, d'être instruits, de trouver des amis. Surtout ils auront besoin d'un chef à qui ils pourront parler librement et se fier entièrement. Avant que la saison s'ouvre, le moniteur devra apprendre autant que possible au sujet des différents groupes chronologiques: leurs traits de caractère, leurs préférences, leurs difficultés, et cela en particulier au sujet des enfants de l'âge dont il va s'occuper. Avant l'arrivée des campeurs, le moniteur devrait arranger la cabine ou la tente pour qu'elle ressemble le plus possible à une maison de famille — cela établira l'ambiance des semaines qui suivront. Il doit se renseigner en détail sur chaque enfant dans son groupe — son nom, sa ville d'origine, et naturellement ses problèmes particuliers, s'il en a.

Le vrai travail du moniteur commence avec l'arrivée des campeurs. Il y en aura plusieurs qui seront craintifs, timides: nous le sommes tous dans des circonstances étranges ou peu familières. Ceux-ci auront besoin tout de suite de rassurance, de sécurité. Le moniteur ne jugera jamais par ses premières impressions: il trouvera dans son groupe des enfants peu attirants physiquement, d'autres qui commenceront à se plaindre des qu'ils descendront

de l'autobus, d'autres encore qui espéreront attirer son attention en faisant du bruit. La première journée est complètement anormale, car chaque enfant essaie, de sa propre façon, de trouver son propre niveau. Il y en a qui se retirent dans un petit coin, qui se battent, qui se font sentir tout de suite comme des personnalités, qui suivront n'importe qui, pourvu qu'on ne leur demande aucune contribution individuelle. Chacun a quelque chose à offrir au groupe.

Il faut appeler chaque enfant par son nom au plus vite. Aidez le groupe à arranger leurs possessions dans la cabine ou la tente, à décider où mettre leurs vêtements, leurs livres, leurs lampes électriques. Répondez à toutes leurs questions: comment fait-on le lit, qui prend la couchette d'en bas ou celle d'en haut, où est la toilette. Ce sont les premiers pas dans la formation d'un groupe: chacun se rendra compte, dès le début, que tous les autres valent autant que lui-même.

Ensuite, on peut faire le tour du camp avec le groupe. Ils feront la connaissance des instructeurs, de la garde-malade, du Directeur et des chefs de sections. C'est le moment de leur expliquer les différentes règles du camp, surtout celles au sujet de la sécurité sur l'eau, dans l'eau et au bord de l'eau. Montrez clairement les raisons pour toutes ces règles.

Le premier repas est très important car c'est à ce moment que les enfants verront ce que vous allez demander et imposer comme conduite à table et comme considération des autres. Ce que vous établirez à ce premier repas sera établi pour tout l'été. Si les jeux sont permis à table, ne tolérez pas ceux qui sont bruyants, qui détruisent la

propriété du camp, ou qui rendent le travail des autres plus difficile, en jetant le sel sur la table, par exemple.

Dans la plupart des camps, on organise un programme de quelque sorte après le souper, pour le camp entier ou pour les différentes sections. Comme j'ai déjà dit, la première soirée n'est pas ordinaire; les enfants sont timides, excités, nerveux et enthousiastes. Le moniteur restera avec son groupe pendant toute cette soirée; il n'aura pas un moment pour se reposer avec ses propres amis. Quand l'heure de se coucher s'approche, il est essentiel de calmer un peu les enfants — et cela s'applique non seulement à la première soirée, mais à toutes. Il est impossible de demander à des enfants de se coucher tout doucement, s'il viennent d'achever un jeu énergique ou de participer à un programme excitant. C'est le moment d'entamer une petite discussion, une conversation générale ou des anecdotes personnelles. A mon avis, c'est un des moments les plus importants d'une journée avec des enfants. On forme des projets pour le lendemain, on parle de la journée qui s'achève, toutes sortes de discussions s'élèvent: sur la religion, les voyages à la lune, l'espace, l'histoire, les drogues, le sexe, tout. Le moniteur devrait guider une telle discussion, préciser, ajouter des faits, mais ne jamais exposer ses préjugés. Un bon moniteur fera comprendre à tous les membres du groupe que chacun a le droit et le devoir d'exprimer ses sentiments, ses opinions; que chacun doit aussi bien écouter et essayer de comprendre que parler lui-même. Il faut encourager le timide à parler et décourager, sans brutalité, celui qui a toujours quelque chose à dire.

*Continued on Page 24*

# CHESTNUT CANOE CO. LTD.

FREDERICTON, N.B.

OVER 70 YEARS OF SERVICE TO CANADIAN CAMPERS



**WE HAVE A CANOE FOR EVERY PURPOSE**

Over 45 Models to choose from.

**Write to the Chestnut Canoe Co. for Free Literature and Prices**

# The Duke of Edinburgh's Award Scheme

*A programme designed for young people . . . for individual boys and girls under the direction of individual leaders, or schools and young people's groups. It is suggested here for the use of Day Camps and short-term camps particularly.*

by Eanswythe Flynn,  
Camp Brigadoon



In 1963, when the Duke of Edinburgh's Award Scheme was introduced to Canada, His Royal Highness was Chairman of its Committee in England, and worked closely with Lord John Hunt, its National Co-ordinator in Britain. Lord Hunt, it will be remembered, was a member of the British Olympic team that conquered Mount Everest.

In England, as elsewhere in the world, there was grave public concern for the "betwixt-and-between" fifteen-to-twenty age groups. Bored young people found (as they do today) few extra-curricular activities which could establish for them a sense of independence and freedom without formal supervision and organization.

During all his Press Conferences in Ottawa, Montreal and Toronto, Prince Phillip's enthusiasm for the Scheme was evident, and has increased through the years when questions on the topic have been presented. At all times he has called for development of a stronger organization in Canada, emphasizing that the full scope of the plan for us is in the hands of good leaders in our own country. "There are simply no limits," he said. "You are the ones who know your own people and can plan to the advantage of Canadian youth."

The Award Scheme is a combination of incentives and awards for participation, sufficiently flexible to be used by any school, young people's group, recreation committee, or

other bodies having in their care young people of the appropriate ages . . . a programme which can be incorporated into already existing organizations, formal or informal.

The Award Scheme is not competitive. Boys and girls will not be competing against other boys and girls. They will instead, measure themselves against a set of standards established for each Section of the Scheme. It has a universal application because it has not been devised with any one organization, or any one segment of the youth population in mind.

## HOW THE SCHEME WORKS

There are in fact, two Schemes — one for girls and one for boys. The Schemes are similar but not



identical with four Sections, and three levels of achievement — Bronze, Silver and Gold.

### GIRLS' SCHEME

Design for Living  
Adventure  
Interests  
Service

### BOYS' SCHEME

Service  
The Expedition  
Hobbies & Projects  
Physical Fitness

A boy or girl taking up the Award Scheme is required to select an activity from each of the four Sections of the Scheme and follow it through to its conclusion. It is not possible to gain the Award at any stage by meeting the requirements of one or two Sections — All Sections must be completed.

A girl entering the Scheme at 14 years of age would proceed as follows:

#### *Design for Living:*

Select an activity from the many topics listed in this Section: e.g. "Art of Make-up and Hairstyles", "Entertaining", "Food and Your Health", "What to Wear and When To Wear It", "Furnishings and Decorations".

#### *Adventure:*

Undertake a day's journey (in a group of not less than three and not more than six) either on foot covering a minimum distance of 6 miles or by bicycle covering a minimum distance of 10 miles. Each girl must keep her own log of the adventure.

#### *Interests:*

The aim of this Section is to act as an incentive and encouragement for the discovery and development of interests and aptitudes demanding initiative and perseverance. The participant must select an activity from one of four sub-groups and follow it for a minimum of six months at the Bronze and Silver stages, and for twelve months at the Gold stage. The four subgroups are (a) Physical Activities, (b) Arts, (c) Crafts, (d) General Interests. Swimming & Canoeing, Life Saving, etc.

#### *Service:*

The participant is required to choose a form of service, which could be one of the courses offered by the St. John Ambulance Associa-

tion, Canadian Red Cross, Royal Life Saving Society Canada, or she might wish to give voluntary assistance to a Hospital, Institute for the Blind, or to an elderly person or an invalid. Sunday School teaching and voluntary assistance in youth club are other acceptable forms of service.

On completion of each Section the work of the participant must be assessed by a responsible adult. If the candidate is judged to have completed the requirements of the Section under review, a notation to this effect is made in the candidate's Record Book. When all four Sections have been successfully completed, the candidate is qualified for an Award and may proceed to the next level of the Scheme.

### BOYS' SCHEME

A boy entering the Scheme at the Bronze stage at 14 years of age would proceed as follows:

#### *Service:*

Select a form of service, which could be one of the courses offered by the St. John Ambulance Association, the Canadian Red Cross, The Royal Life Saving Society Canada, or he might wish to give voluntary service in a Hospital, Institute for the Blind, or to an elderly person or an invalid. Voluntary service in a youth club, church group or Cadet Corps are also forms of service.

#### *The Expedition:*

Undertake a journey (In a group of not less than two and not more than six) of 24 hours duration and cover at least 15 miles on foot in normal country. At least two hot meals are to be prepared, and all food and equipment required for the journey is to be carried by members of the Expedition.

#### *Hobbies and Projects:*

The aim of this Section is to act as an incentive and encouragement for the discovery and development of interests and aptitudes demanding initiative and perseverance. The participant must select an activity from one of four sub-groups and follow it for a minimum of six months at the Bronze and Silver stages, and for twelve months at the Gold stage. The four sub-groups are (a) Arts, (b) Craftsmanship, (c) Science and Natural History, (d) Technical Skill.

#### *Physical Fitness:*

The aim of this Section is to provide an inducement for young

people to improve their physical fitness by training to undertake a series of tests so designed as to be capable of measurement independently of personal opinion. To qualify in this Section a candidate must pass in any THREE of the following five groups according to his own choice: (i) Running or Walking (ii) Jumping (iii) Throwing (iv) Swimming (v) Physical Efficiency.

The age grouping for the three stages of the Award are:

#### GIRLS

BRONZE	14 to 21 years
SILVER	15 to 21 years
GOLD	16 to 21 years

#### BOYS

BRONZE	14 to 17 years
SILVER	15 to 18 years
GOLD	16 to 21 years

Provision has been made for girls and boys, 15 years of age or over, to enter directly at the Silver stage, and for girls and boys 17 years of age or over to enter directly at the Gold stage. Direct entry at the Silver or Gold stages does not offer a short-cut to the higher Award. Participants entering directly at these stages must undertake certain requirements of the lower stages before carrying on with the requirements of the higher Award.

### TO GET THE AWARD

Individuals may do the work for the Award Scheme on their own, but must find adult Assessors to help and to do the testing.

From within an existing group, organization or camp, those persons wishing to take up the challenge of the Scheme may work together or form a group within a community for this purpose.

There must be an enthusiastic adult who is willing to give leadership and direction to the group; someone who will co-ordinate the activities of the members, refer questions to the Awards office, arrange for Assessors, etc.

Write to the Award Office requesting Operating Authority status for the group or camp, and order the required number of Record Books for each stage, Leader's Handbooks, and Handbook of Syllabuses (for boys or for girls.). The address is:

Commander George Manson,  
Duke of Edinburgh Award  
Scheme, Suite 810, 135 James  
Street South, Hamilton, 10,  
Ontario. Telephone: 528-  
9755.

## IT'S FOR CAMPS

From its first inception, the plan has seemed to us a natural addition to the camp programme, another incentive to this generation's teenagers whose requirements call for stimulation in interests outside themselves. Here is an opportunity for campers to learn the lasting value of new hobbies and interests. It can add another facet to the Day Camp programme, the short-term pro-

gramme where such new interests and skills can be introduced under camp leadership and carried over to the back-to-city programme.

So far, in our field, only individual campers have worked or are working towards the required achievements. The programme is open to individuals or groups who wish to make the best of their leisure time, to broaden their knowledge and skills, and give service to the community beyond the call of duty.

Growth of the Scheme depends on voluntary leaders, who will be needed in all parts of the country.

Camping in Canada has a ready-made chart for such a programme. Our high camping standards have been introduced, and it could be that for a programme such as the Duke of Edinburgh Award Scheme, our present standards should become more demanding, for the sake and safety and as a challenge to our young people.



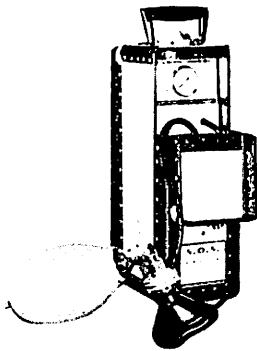
## YOUR CAMPERS WILL ENJOY **SCHNEIDERS**

FAMOUS FOR QUALITY FOOD PRODUCTS

**J. M. SCHNEIDER LIMITED**

**KITCHENER, ONTARIO**

**519—745-7321**



## THE S.O.S. OXYGEN INHALATOR

A brand new concept of oxygen administration, giving an automatic flow of six litres of oxygen per minute at less than one pound static pressure.

Twenty-pound Case . . . Easy to Carry . . . Completely Shockproof  
**SAFE TO OPERATE**

Available for direct connection to S.O.S. is a manual bag-type resuscitator. Can be directly connected to the inhalator for restoration of the breathing cycle in case of drowning, asphyxiation, etc.

**STEWART OXYGEN SERVICE (CANADA) LIMITED,**  
**159 Bay St. Suite 617, Toronto 116, Ont. (416) 363-9031**

## BI-MOR FROZEN FOOD SERVICE LTD.

DISTRIBUTORS OF

**FROZEN FOODS, VEGETABLES, SEA FOODS, MEATS, ETC.**

★ KRAFT FOODS

★ E. D. SMITH

★ NESTLES

★ RICH'S PRODUCTS

★ GENERAL FOODS

★ WYANDOTTE CHEMICALS

Twice Weekly Refrigerated Service in Muskoka, Lake of Bays and Haliburton

**TORONTO OFFICE 742-4755**

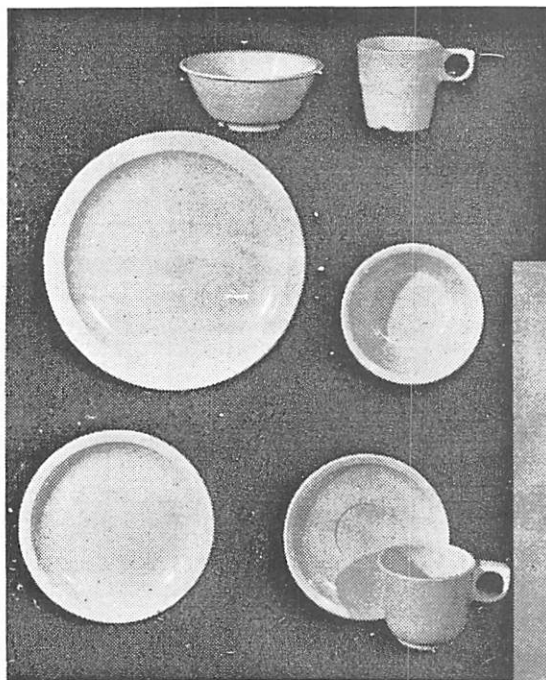
TO REPAIR  
TENTS, TARPAULINS, BOAT COVERS, ETC.

**THINK!**  
"JIFFY REPAIR KITS"

FOR DETAILS

WRITE OR CALL:

JIFFY PRODUCTS INC.  
231 BARTLEY DRIVE  
SCARBOROUGH, ONT.  
751-6811



OUR "VANGUARD" STYLE  
With Draining and Stacking Features

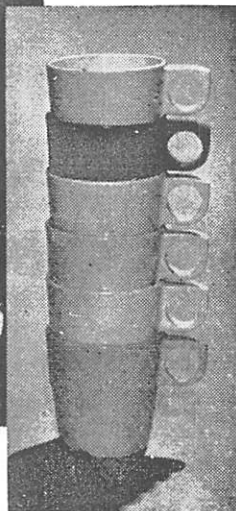
**ORDER NOW FOR BETTER  
ASSORTMENT**

**WILL HOLD FOR CAMP OPENING  
LIMITED SUPPLY**

Pre-Camptime Offer of  
Substandards at Generous  
Discounts

Items not Illustrated:

- Vegetable Bowl
  - Platter
  - Pitcher
  - Tumbler
  - Creamer and Sugar
  - Salad Servers
  - Jam or Sugar Pot
  - Salt and Peppers
  - Soup Plate
  - Butter Dish and Cover
  - Gravy Boat
- Colours: Yellow,  
Green, Coral, Blue



*by Maplex*

375 Danforth Road,  
Scarborough, Ont.  
698-2545



# MEDICAL SUPPLIES FOR CAMPS?

Starkmans of course, because we have been supplying all the major camps for over 37 years.

Starkmans wholesale division gives you one source of supply—fast service, and all orders are shipped the same day received.

You are sure of the finest First Aid equipment, drugs and medicines, call or write, and remember low, low prices prevail at Starkmans.

*"In the Service of Medicine"*

**STARKMAN  
CHEMISTS LIMITED**

1243 Bathurst St., Toronto  
535-3103

## NOW PIES FOR CAMPS

Wise camps use Stafford's pie filling and bake a pie in HALF THE TIME. Stafford's pie filling is ready-to-use. Just pour it in the pie shell, and pop it in the oven. Out comes a tender, flaky pie no camper can resist, with his favorite filling—pineapple, mincemeat, raisin, raspberry, blueberry, cherry, apple, peach or strawberry and rhubarb.

See your Stafford man for pickles, relish, salad dressing, mustard, hot chocolate, canned fruits and vegetables, tea, jams, toppings and shortening . . . all with that home-made flavour.



**Stafford** FOODS LIMITED  
37 Hanna Ave. - Toronto 3

BRANCHES:

MONCTON, MONTREAL, WINNIPEG, CALGARY, EDMONTON, VANCOUVER

366-8021



## Well Equipped Camps Have Inside Toilets

The "Suburban Water Saver" Toilet is ideal for your Camp needs. We can supply large size Septic Tanks which can accommodate up to 6 or more toilets on the one tank. For Camps with no hydro facilities we can supply gasoline pumps and pressurized tanks for your water supply.

A list of camp members who use our units will be supplied on request.

We give special discounts to camp owners.

## RURAL TOILET SPECIALTY CO. LTD.

3077 Universal Drive,

MISSISSAUGA, ONTARIO

625-3984

## FREEZE-DRIED FOODS

---

Meats • Vegetables • Fruits  
Egg Dishes • Sandwich Mixes  
Main Dishes • Large Packs

---

Write for price lists and brochure

to

**FREEZE-DRY FOODS LTD.**

579 Speers Road

OAKVILLE - ONTARIO

## *For All Marine Camping Needs . . .*

**DINGHIES AND INFLATABLE BOATS**

SKIS - LIFEJACKETS

ROPE, SAILS, FLAGS

NAUTICAL CLOTHING

FOUL WEATHER GEAR

ALL BOATING APPAREL

DECK SHOES

SAILBOAT HARDWARE

POWER BOAT HARDWARE

**. . . Write for our Marine Catalogues**

*Tom Taylor*

**COMPANY LIMITED**

136 Adelaide St. East at Jarvis  
TORONTO, CANADA

**363-8586**

C'est encore une occasion d'appréhender la tolérance et la compréhension. Les enfants s'expriment facilement en général, ils aiment à donner leurs opinions, ils ont besoin de le faire, et le moniteur écoutera, apprenant en même temps beaucoup au sujet de chacun de "ses" campeurs.

Un bon moniteur ne quittera pas son groupe le soir avant qu'ils se soient tous calmés. Ceci s'applique en particulier aux jeunes; il faut même dans certaines situations un moniteur dans le camp ou la tente avec les campeurs jusqu'à ce qu'ils soient tous endormis. Bien entendu, il y a toujours quelqu'un tout près pendant la nuit.

L'organisation du programme diffère beaucoup d'un camp à l'autre et c'est pourquoi je ne discuterai pas ici le rôle du moniteur dans le programme ordinaire de natation, de canotage et des autres genres d'instruction. Mais les heures libres? Les programmes dirigés par le moniteur lui-même? Si on partage les idées, on trouvera des certaines de projets ou de passe-temps pour le groupe.

L'on peut faire un tel échange d'idées aussi au sujet des programmes pour les jours de pluie; et le meilleur moment de le faire, c'est avant même que les enfants arrivent. Voici quelques suggestions: une promenade sous la pluie, une excursion à un marais, du canotage dans l'eau — par exemple avec des canots renversés, des jeux de guerre entre deux ou trois groupes, des glissades dans la boue, un carnaval à l'intérieur, de l'athlétisme en miniature, des jeux de cartes, etc.: dans la cabine ou la tente.

Le meilleur moniteur est celui qui s'assure que ses enfants ne manquent aucune nouvelle expérience. Il les réveillera pour regarder l'Aurore Boréale; il les emmènera, avec permission, par une nuit d'étoiles, sur le lac, en canots, qu'il attachera ensemble et laissera flotter, tandis que lui et les enfants rêvent, bavardent, regardent les étoiles; c'est une expérience que les jeunes n'oublieront jamais. Il les fera sortir, bien protégés contre la pluie, regarder un gros orage qui s'avance à travers le lac; même, s'il ne fait pas trop froid, et qu'il n'y ait pas de danger, ils resteront là ensemble, pour se faire tremper jusqu'à la peau. Voilà des moments dont un enfant se souviendra toute sa vie, si son moniteur est assez alerte pour les lui montrer.

Comme j'ai déjà mentionné, il faut expliquer les raisons qui sont fondamentales aux règles du camp, et, de la même façon, il faut comprendre les règles qui s'appliquent aux moniteurs. Si vous ne comprenez pas une règle, demandez pourquoi elle existe, comme le feront les enfants lorsqu'il y a quelque chose qu'ils ne comprennent pas. Il faut aussi expliquer le système de punitions dans le camp. Dans la plupart des cas, si un campeur désobéit aux règles, il y a une punition logique. S'il se tient mal à table, on lui demandera de partir. S'il pousse quelqu'un dans l'eau, on lui demandera de sortir de l'eau. S'il fait du bruit et empêche les autres de dormir la nuit, alors on lui "offrira" une heure de repos plus longue que d'ordinaire — même s'il perd ainsi sa chance d'acheter des bonbons. La punition doit être appropriée. Il est facile de dire cela, mais il est quelquefois très difficile de la faire. Un bon moniteur n'hésitera pas à demander conseil à son chef de section ou au Directeur. Chaque enfant est différent, chacun réagit d'une façon différente. Le moniteur verra ces différences et saura résoudre chaque problème d'une façon particulière. La solution idéale pour un enfant serait peut-être désastreuse pour un autre, et pourtant le problème est le même. N'hésitez jamais à consulter avec ceux qui ont plus d'expérience que vous. Ce n'est pas une signe de faiblesse — au contraire.

D'une aube jusqu'à la prochaine — voilà la journée de travail d'un bon moniteur. Si un enfant a peur la nuit à cause d'un cauchemar; s'il s'écrie; s'il pleure à cause de sa nostalgie ou de sa solitude; s'il est malade; son moniteur doit être là. Il a besoin de son moniteur toute la journée aussi, pour donner élan au programme qui développe ses facultés, sa personnalité, pour le guider jusqu'au but, pour lui montrer le défi de chaque jour, de façon qu'il profite de tous les aspects du camp. Un bon moniteur n'est pas un gardien d'enfants; c'est lui qui répond aux besoins de l'enfant, non seulement les besoins physiques, mais aussi son besoin de croître, de se développer et de s'amuser.

Un campeur a besoin d'un bon moniteur et, à vrai dire, un bon moniteur a besoin de ses campeurs.

*Translated by Anne Thompson,  
Camp Ouareau.*

\* \* \*

## NEWS FROM THE PROVINCES

### NEWFOUNDLAND and LABRADOR

by Major Al Browning

The following are some brief items from the Newfoundland and Labrador Camping Association Annual meeting and Conference.

Friday April 17th, Saturday April 18th. Key note address and Resource person Rev. David Hartry, President Canadian Camping Association. Special speaker Dr. Richard Warner, Director of the Centre for Environmental Biology, Memorial University. Theme: Pollution.

#### New Executive Committee:

Past President — Eric Russell  
President — Elizabeth Moulard  
Vice President — Rev. Levi Mehaney  
Secretary — Marjorie Pike  
Treasurer — Captain Linda Hussey  
Director — Rev. Bain Peever  
Director — Major A. Browning

#### Appointments of Standing Committees

Membership Chairman — Terry Healey  
Training Chairman — Jane Pawlett  
Standards Chairman — Eric Russell  
Public Relations — to be announced

#### Training:

Miss Jane Pawlett, our Training Committee Chairman, recently conducted nine weeks of training session for Camp Counsellors. This is now to be followed by a weekend for Camp Counsellors at Mint Brook Camp Site. Plans are developing for Camp visitation during the seasons.

Our President Elizabeth Moulard, who is also a Ranger Captain, will be in charge of a Canadian Delegation of Rangers to a World Ranger meet in Korea this summer.

### MANITOBA by Lynne Ryan

April has been a month of activity for the Manitoba Camping Association. Along with the usual springtime preparation for summer camps, Manitoba has been faced with some situations which have required action. Once again the New Democratic government under Premier Ed Schreefer has been approached by MCA. This time MCA has suggested that the NDP government consider establishing a substantial campership fund for children requiring economic assistance to go to camp. The camps in Manitoba are well able to accommodate more children but need assistance in providing campership monies.

The Training Committee has put forth a concentrated effort to better communication between agency workers and camp directors. Through a series of meetings camp directors have discussed with agency workers types of camps, what each offers to campers, skill level needed, age groups, fee structure, information required on referrals, and placing of children with special needs.

Manitoba's Centennial summer will be the second summer for visitation of resident camps by the Standards Committee. A committee to prepare a set of desirable standards for Day Camps has been struck and is now at work.

Summer employment of students in Manitoba has reached the critical point. In order to help young people in their quest for employment a Staff Placement List is compiled and circulated to camp personnel. To provide an additional service to those young people who have taken the time to write, MCA is forwarding to each a complete list of camps and contact persons so that they might select specific camps for further employment enquiries.



Continued from Page 6

Close supervision must be provided if this activity is attempted.

The following progressions are listed to suggest what might be included but should not be considered complete:

Camp awards might be given upon completion of a certain number of skills.

#### Swimming

- adjustment; contests in shallow water, face in, ducking, gentle bobbing
- buoyancy and recovery; forward and backward floating
- gliding movements; front and back, turning over
- propulsive movements; pushing water with hands, feet, turning
- deep water orientation; moving in deep water, feet first and head first entries
- survival swimming, treading water
- side stroke, breast stroke, elementary back stroke
- front crawl, back crawl
- legs only, arms only
- front dive
- somersaults

- stride jump
- running dive
- surface dives, head and feet first
- towing rescues
- underwater search
- rescue of non-breathing subject
- defense methods and releases
- various proficiency skills
- emergency situations
- competitive strokes and turns
- proficiency strokes
- springboard diving

#### Canoeing

- introduction; getting in and out, how to sit, kneel, safety rules
- bow strokes
- launching, docking and beaching
- capsize procedure
- stern strokes
- landing
- paddling a specified course
- solo paddling; strokes, landings
- jump out and in
- canoe-over-canoe rescue
- portaging (if applicable)
- Direct Method of artificial respiration using canoe as buoyant aid
- gunwale bobbing and other stunts

#### Boating

- introduction; getting in and out, how to sit
- launching, docking and beaching
- straight ahead and backwater
- turning; one oar, both oars
- landings
- assisting a; tired swimmer, exhausted swimmer
- rescue of a swimmer using row-boat

#### Sailing (varies greatly with type of boat)

- introduction, rig and stow, use of tiller, sheet & centreboard
- launching and docking or mooring
- steering
- coming about
- sailing a set course

#### Skin Diving

- selecting and fitting equipment
- use of mask, clearing mask
- use of snorkel, clearing
- bobbing, using mask and snorkel
- fins — types of kick
- use of full equipment
- donning equipment underwater

## \$25 YOUR FREE GIFT FROM TANDY

Send today for your new 32-page camp flyer . . . with 50 FREE coupons worth \$25 off any Tandy merchandise.

- ★ Leathercraft
- ★ Plastic Casting
- ★ Copper Tooling
- ★ Candlecraft

**Tandy**  
LEATHER COMPANY

BOX 340C  
BARRIE,  
ONTARIO

Name .....

Address .....

.....

## GUMPERT'S FOR '70

NEW — NO COOK VIENNA  
FREEZE-THAW VIENNA  
CHOCOLATE ROYALE  
SPONGE CAKE MIX

COMING — CORN BEEF HASH  
RAVIOLI WITH MEAT  
R.T.U. CHOCOLATE ICING  
R.T.U. WHITE ICING

S. GUMPERT CO. OF CANADA LTD.

31 Brock Ave., Toronto 3, Ont.

531-5758

## POOL MAN Limited

Water Fun & Safety Items  
Playground Equipment  
Transhailers  
Water Pumps and Softeners

Write for Catalogue

11 Oakland Ave.

Weston, Ont.

244-5513

could be done with Rainy-day programme . . . and perhaps it is something which could be done in Pre-Camp.

Suggestions; Walk in rain, swamp hike, dumping canoes, forts in cabins, mud slide, indoor carnival, miniature track and field meet, cabin games (Monopoly, password etc.), etc.

And incidentally, I believe in relation to special events the good Counsellor is one who makes sure the campers experience as many new things as possible. Wake the group up at night to see the Northern Lights; if the Camp rules permit it take the group out in the lake on a starry night, lash the canoes together and drift; dress them properly to watch a good storm coming across the lake . . . or if it's warm enough and not dangerous let them get soaked in a good storm; These are some of the things which a youngster will remember for the rest of his life . . . if a good Counsellor is always aware of such different and exciting experiences.

As I said earlier, I believe that

the reason for Camp rules should be explained . . . just as all rules pertaining to staff should be explained. If you can't see a reason for a rule, ask . . . just as the campers might do if they can't understand the background. The same applies to most punishments in Camp. In the majority of cases, if a camper misbehaves, there is a logical punishment. If a camper misbehaves at the table, he should be asked to leave. If he pushes someone off the dock, he should be asked to leave the swimming area . . . if he keeps the group awake at night, he, and perhaps the others should stay in for a longer rest hour (even if it does mean losing his tuck). In other words the punishment should fit the crime. Now sometimes this is easy to say . . . but difficult to determine . . . and a good Counsellor will not hesitate to consult with his unit head or Director in trying to settle the problem. As each child is different . . . as each child is unique he therefore acts and reacts differently to various situations. A good Counsellor will be aware of this unique-

ness, and when it comes to solving behaviour problems, he must look at each individual case on its own merit. In some cases the solution for one child may be the best one . . . and for another the same solution might be disastrous. Once again, don't be afraid to consult with those who have had more experience. Asking for advice is not a sign of weakness.

From dawn to dawn . . . that's the day for a Counsellor. When a Camper shouts out in the night with a nightmare . . . or if he sobs with loneliness or homesickness, or gets sick to his stomach . . . a Counsellor is always needed. A Counsellor is needed all through the day as well . . . to help initiate the programme which helps a child grow . . . to guide a youngster to achieve more . . . to present a challenge to each Camper so that he is not just existing at Camp. A good Counsellor is not a baby-sitter . . . he is the one who cares for a child's needs . . . not just physical . . . but his needs to grow, mature, develop and have fun. A Camper needs a good Counsellor . . . and in truth, a good Counsellor needs his Campers.

## JOHN LECKIE LIMITED

Wall Tents, Scout Tents, Tarps,

Sleeping Bags, Etc.

also

Snowmobile Suits and Gauntlets

30 UPJOHN ROAD, DON MILLS, ONT.

445-3400

## WIRCO WARES

P.O. Box 2

103 Alexdon Road

DOWNSVIEW, ONTARIO

COMPLETE FOOD SERVICE EQUIPMENT

SPECIALS:

1 used two-slice  
Rotary Electric Toaster  
1 used Moffat Propane Gas  
Range — six burners, griddle  
broiler and one oven.

Telephone: (416) 630-8161

## CAMPING BOOKS

A COMPLETE DISPLAY

Visit - Phone - Write for Lists

\* \* \* \*

## Ryerson Bookstore

85 St. Clair Ave. E.

Toronto 7, Ont.

925-6597

925-5931

\* \* \* \*

HOURS:

Mon. - Wed. 9:00 a.m. - 5:30 p.m.

Thurs., Fri. 9:00 a.m. - 9:00 p.m.

Sat. 9:00 a.m. 5:00 p.m.

# DO'S AND DON'T FOR COUNSELLORS

by W. Bertram Danson,  
Camp Winnebago

## DO'S

- 1. Always possess a good sense of humour.
- 2. Wear a smile — even when things appear to be going wrong.
- 3. Always maintain a mild degree of dignity.
- 4. Be patient with the slow learning child or one who is poorly co-ordinated.
- 5. Be warm and understanding to a child that may be having problems in the group or may be homesick.
- 6. Be conscientious in your work and with your duties.
- 7. Always be on the alert and try to anticipate dangerous situations or emergencies.
- 8. Refrain from becoming emo-

tional about any situation, that might bring a reaction from the campers.

- 9. Treat your campers with respect. If you do they will in turn respect you.
- 10. Try to be flexible.
- 11. Set a good example to your camper by you yourself rising promptly each morning. **ON OVERNIGHTS.**

## DON'TS

- 1. Don't be loud.
- 2. Don't be a "yeller".
- 3. Don't use profanity or slang — never tell your campers to "shut-up"!
- 4. Don't embarrass a child in front of others.
- 5. Don't pick on a child that might irritate you.
- 6. Don't resort to physical punish-

ment, or other off-beat methods that might have been used on you when you were a camper.

- 7. Don't use "docking" as a punishment.
- 8. Don't be a "dictator". Rather ask your campers to help you in solving cabin problems.
- 9. Don't brow-beat, frustrate, threaten, nag, be sarcastic or belittle your campers.
- 10. Don't let your campers call you by your last name only. It is a mark of disrespect.
- 11. Don't take food from your cabin tuck larder, other than when it is being shared by everyone. This causes more ill-will than almost any other cabin problem.
- 12. Don't be selfish.
- 13. Don't be indifferent.

## PLEASE SEND ME THE CANADIAN CAMPING MAGAZINE

One year subscription \$3.00 ☐

Three year subscription \$8.00 ☐

Please check here if you wish to receive information about membership in the Canadian Camping Association ☐ Magazine free to members.

Miss

Mrs.

Mr.

Name please print

Address Apt. No.

City Zone Province

Signature

Camp affiliation, if any Position

If college student: Undergraduate ☐, Graduate ☐

CANADIAN CAMPING is published four times year.

Please send this subscription form with cheque to:  
CANADIAN CAMPING, c/o the Editor, Box 1107,  
Huntsville, Ont.

## WHEN YOU BUY

## REMEMBER

## OUR ADVERTISERS

Bi-Mor Frozen Food Service, Ltd. ....	19
Chestnut Canoe Co. ....	16
Continental Casualty Co. ....	back
Everpure of Canada, Ltd. ....	inside back
Freeze Dry Foods, Ltd. ....	22
Gibbons Foods, Ltd. ....	inside front
S. Gumpert of Canada, Ltd. ....	24
Jiffy Products, Inc. ....	20
John Leckie, Ltd. ....	25
McKague Chemical Co., Ltd. ....	13
Maplex, Ltd. ....	20
Pool Man, Ltd. ....	24
Rural Toilet Specialty Co. ....	22
The Ryerson Bookstore ....	25
J. M. Schneider, Ltd. ....	19
Stafford Foods, Ltd. ....	21
Starkman Chemists ....	21
Stewart Oxygen Service (Canada), Ltd. ....	19
Tandy Leather Company ....	24
Tom Taylor Company, Ltd. ....	22
Wirco Wares ....	25



# Is pure water a luxury?



No. It's a necessity.

And one you can well afford. For surprisingly little, you can get water in your camp that's cleaner and sweeter than most

people have in their homes. Everpure's C1 and C3 water filters remove dirt, cloudiness, chlorine traces, and musty, disagreeable tastes.

So, even if your water comes straight from the lake, the C1 or C3 (together with one of our chlorinators), will convert it into pure, sweet water. For drinking. For cooking. For washing. And it'll cost you far less than an unwanted medical bill!

See your local plumber, Culligan dealer, or contact us direct.

**EVERPURE of Canada Ltd.**

(A subsidiary of Culligan of Canada Ltd.)

Sheridan Park, Mississauga, Ontario (416) 822-1601







Campers learn through satisfying their curiosity. This can be dangerous play when they disregard the camp safety measures you demand of them. This season, with the addition of Continental's Camp-Guard Insurance, your campers and staff can be insured against the medical expenses they might incur as a result of an illness or an unexpected mishap.

And to let parents know that their children will have the necessary coverage to help pay any medical bills during the camp stay, use the Camp-Guard Seal of Approval on all your promotional material. It identifies your camp as having the finest accident and sickness medical expense protection available to campers.

Investigate today how Continental's Camp-Guard can help promote and protect your camp. Contact your local insurance agent or broker for a detailed explanation of the plans.

## DANGEROUS PLAY!

this **CAMP** is **PROTECTED**

by

**CAMP-GUARD**

ACCIDENT and SICKNESS  
INSURANCE

**FREE**

☐ Send for your  
series of Camp-Guard  
Safety Posters.



**CONTINENTAL CASUALTY COMPANY**

INDUSTRY MARKETING & SPECIALTY DIVISION

MONTREAL • TORONTO • WINNIPEG • EDMONTON • CALGARY • VANCOUVER